

BUSINESS EDUCATION FOR THE 21st CENTURY

The Policies Commission for Business and Economic Education (PCBEE) annually develops statements and guidelines in assessing components of business education. Two of the policy statements, “This We Believe About the Need for Business Education,” and “This We Believe About the Role of Business Education at all Educational Levels” have been quoted in part to provide some guidance about planning the business education curriculum.

Business education is a vital part of our American educational system and has provided a solid foundation of knowledge and skills for over a century. Business education is education *for* and *about* business. Education *about* business means preparing all learners for the various roles they will play as economically literate citizens. Education *for* business means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers. These two major thrusts continue as essential components in all business education environments and enable individuals to:

- participate in a global economic system
- function in domestic and international business environments that are characterized by diversity
- develop information technology skills for creating and managing information and making decisions
- integrate business concepts and skills with other academic knowledge

Need for Content Mastery

Business education serves society by enabling individuals throughout their lifetime to develop competencies in eleven content areas: Accounting, Business Law, Career Development, Communication, Computation, Economics and Personal Finance, Entrepreneurship, Information Technology, Management, and Marketing.

These business content areas are not isolated from each other. Understanding their interrelatedness enables an individual to use the content for creating and managing information, solving problems, and making decisions. Business educators provide learning experiences that enable individuals to synthesize the content and become better problem-solvers and decision-makers.

Need For Value-Added Skills

In the 21st Century, success for both businesses and individuals requires more than content mastery. Human factors also impact the ability of individuals and organizations to be effective. Key components for success in the workplace and society include such skills as human relations, self-management, teamwork, and leadership. To function in a global society, individuals also need sensitivity to ethical issues, cultural diversity, the value and dignity of work, and interpersonal relationships.

In addition, individuals need information management, critical thinking, and decision-making skills. They must learn how to access information quickly and evaluate the validity of that information. In turn, they use that information to make wise decisions and create new knowledge. Business educators integrate technology as a tool so that learners interrelate business content using information management skills.

Role of Business Education at Various Levels

Elementary. Learning is a lifelong endeavor in which business educators serve as resource persons and teach career awareness and technological literacy at the elementary level. A business educator may be a technology coordinator, peer coach, media specialist, or team teacher. By partnering with elementary teachers, business educators integrate technology and career awareness into the curriculum.

Middle School/Junior High. Business educators teach learners to use technology effectively in the learning process for all content areas. They provide career exploration through school-based enterprises, job shadowing, and job mentoring activities at the middle/junior high school level. Through realistic simulations, learners apply technology skills and demonstrate effective soft skills needed to become successful participants in the business world.

Secondary. Business educators facilitate learning in a student-directed environment based upon learning for and about business. Learners are guided in many ways as they develop skills necessary to be effective consumers, citizens, workers, and business leaders. Learners customize their learning by selecting projects based on personal and career interests. Learners, working independently or in teams, use a wide range of technology to solve unstructured problems. All of these opportunities support their desire for independence and creativity, as well as their need to collaborate. Learners continue their career exploration and demonstration of their career skills through work experience and student organizations.

Post Secondary/Four-Year University. Postsecondary institutions are in an ideal position to provide education and training to persons desiring to change careers, expand employability options, and/or upgrade technological skills. These goals can be accomplished by developing occupational competencies through certificate and degree programs, practical work experiences, and coherent courses to provide a smooth transition from high school to two- and four-year colleges or to work. Advanced technological competencies, economic understandings, workplace literacy skills such as communications, critical thinking, management, personal finance, problem solving, team building, and decision-making skills are developed through a variety of formats.

The evolving environment created by the Net generation provides business education a window of opportunity to be vibrant, viable, and involved as leaders in the educational process. Thus, the rich heritage of business education provides the confidence needed to renew the profession and to grow to a greater level of involvement.

Policy Statement 71. This We Believe About the Need for Business Education, 2002.

Policy Statement 64. This We Believe About the Role of Business Education at all Educational Levels, 1999.

Business, Management & Administration, Finance, and Information Technology Career Clusters

Elementary School Course	
034390	Keyboarding/Computers
Middle School Course	
034390	Keyboarding/Computers
100429	Exploring Information Technology
991010	Exploring Business Careers
High School Core Career Education and Supporting Courses	
034300	Introduction to Business
034390	Keyboarding/Computers

Courses within the designated Career Pathway (In Non-Sequential Order)		
52.0101 Business Management & Administration	52.0803 Finance	11.0103 Information Technology
034037 E-Business 034301 Business Management/Leadership 034305 Entrepreneurship 034310 Accounting I 034312 Accounting II 034320 Business Communication 034321 Business Law 034330 Business Technology 034352 Microcomputer Business Applications 034380 Supervised Business Experience 034391 International Business	034037 E-Business 034303 Banking & Financial Services 034310 Accounting I 034312 Accounting II 034320 Business Communication 034321 Business Law 034330 Business Technology 034332 Business Economics 034352 Microcomputer Business Applications 034380 Supervised Business Experience 034391 International Business 096814 Family and Consumer Resource Management 996400 Personal Finance	034037 E-Business 034330 Business Technology 034352 Microcomputer Business Applications 034353 Graphic Arts/Desktop Publishing 034354 Network Administration 034355 Computer Programming 034356 Multimedia 034380 Supervised Business Experience 034392 Digital Communications 034393 Web Design 170102 Communications Electronics 170104 Computer Installer and Repairer 173101 Computer Servicing Technology

All courses/programs include classroom/laboratory instruction and leadership training through the appropriate Career and Technical Student Organization (CTSO).

SAMPLE PHILOSOPHY GENERAL GOALS FOR GRADUATES

Philosophy

Business education facilitates learning in a student-directed environment based upon learning for and about business. Learners are guided in many ways as they develop skills necessary to be effective consumers, citizens, workers, and business leaders. Learners customize their learning by selecting projects based on personal and career interests; and working independently or in teams, they use a wide range of technology to solve unstructured problems. All of these opportunities support learners' desires for independence and creativity, as well as their need to collaborate. They continue their career exploration and demonstrate their career skills through work experience and student organizations. (PCBEE Statement 64—This We Believe About the Role of Business Education at All Levels).

General Goals for Graduates of Business Education

- * Function as economically literate citizens through the development of personal consumer economic skills, knowledge of social and government responsibility, and an understanding of business operation.
- * Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.
- * Select and apply tools of technology as they relate to personal and business decision-making.
- * Manage data from all of the functional areas of business needed to make wise management decisions.
- * Communicate effectively as writers, listeners, and speakers in social and business settings.
- * Develop career awareness and related skills to make viable career choices and become employable in a variety of business careers.

BUSINESS EDUCATION COURSES

ACCOUNTING I

Prerequisite: None
Grade Levels: 11, 12
Length: 1 year
Core Data Course Code: 034310
CIP Code: 52.0302

Course Rationale: Instruction in accounting plays an important role for students who are preparing for accounting careers after graduation—employment or higher level of education. It is also a crucial component of academic backgrounds for students who will pursue entrepreneurial ventures and small business ownership. All students, regardless of their occupational choice, can benefit from accounting instruction since it is an integral part of every business institution and organization.

Course Description: This course is designed to build a basic understanding of manual and automated accounting principles, concepts, and procedures. Activities include using the accounting equation, completing the accounting cycle, entering transactions to journals, posting to ledgers, preparing end-of-period statements and reports, managing payroll systems, completing banking activities, calculating taxes, and performing other related tasks.

ACCOUNTING II

Prerequisite: Accounting I
Grade Level: 12
Length: 1 year
Core Data Course Code: 034312
CIP Code: 52.0302

Course Rationale: Instruction in accounting plays an important role for students who are preparing for accounting careers after graduation—employment or college. It is also a crucial component of academic backgrounds for students who will pursue entrepreneurial ventures and small business ownership. All students, regardless of their career choice, can benefit from accounting instruction since it is an integral part of every business institution and organization.

Course Description: This course is designed to help students acquire a more thorough, indepth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporations, preparing formal statements and supporting schedules, and using inventory and budgetary control systems. Computer applications should be integrated in each appropriate instructional unit.

BANKING AND FINANCIAL SERVICES (See PERSONAL FINANCE listed below)

Prerequisite: None
Grade Level: 11, 12
Length: Semester/Year
Core Data Course Code: 034303
CIP Code: 52.0803

Course Rationale: In today's economy, knowing how to handle financial decisions is critical to success in everyday living and in business management. Yet, a 2002 survey verified that only half the questions about credit cards, mutual funds, insurance, and other financial basics were answered correctly by high school seniors compared to five years earlier. Better understanding

of financial matters gained through this course will provide students information that will help them to avoid bankruptcy, business failure, and the stress and frustration that go with such events and to be financially successful in both personal and business situations.

Course Description: The finance course applies money and economic concepts to the development of personal financial goals and to the preparation of students for careers in which they plan, manage, and analyze the financial and monetary aspects and success of business enterprises. Skills in money management deal with the study of basic concepts of economics, insurance, credit, savings, investments, and budgeting—skills needed for productive citizenship. The course may also cover such business financial matters as business cycles, opportunity costs, cost-benefit analysis, methods of financing businesses, stocks and bonds, profit and loss, and others.

BUSINESS COMMUNICATION

Prerequisite:	Keyboarding
Grade Levels:	9, 10, 11, 12
Length:	Semester/Year
Core Data Course Code:	034320
CIP Code:	52.0401

Course Rationale: Instruction in business communication impacts all aspects of personal and work life and is applicable to the study of any occupation. Communication skills are essential for the complete development of the image a student projects in personal and professional environments. Communication must be studied and incorporated into the curriculum if students are to function effectively in today's changing global society.

Course Description: This course provides reinforcement of students' basic language arts skills (composition, grammar, spelling, punctuation, etc.) and development of essential competencies for oral and written communication in today's technological workplaces. Emphasis is placed on using the computer to compose and produce accurate and effective documents (including e-mail messages, letters, memos, reports, etc.) for personal and professional purposes. Using technology (presentation software and telecommunications) to develop oral communication skills such as making presentations, giving instructions, interviewing, and making reports in an effective manner is reinforced in this course.

BUSINESS ECONOMICS

Prerequisite:	None
Grade Levels:	11, 12
Length:	Semester/Year
Core Data Course Code:	034332
CIP Code:	52.0201

Course Rationale: Knowledge and application of economic concepts provide the analytical tool students need to make reasoned decisions about economic issues—both personal and societal. The preservation of the private enterprise system depends on the ability of individuals to make wise economic decisions related to their personal financial affairs, the successful operation of organizations, and the economic activities of the country.

Course Description: This course is designed to help students understand economic concepts necessary for their participation in a capitalist system as wage earners, business owners, producers, and investors. Basic economic concepts like supply and demand, competition, growth, and stability are emphasized. Topics include the government's role in the economy, the sharing of economic risks, and the effect of inflation and monetary policies on national and international economics.

BUSINESS LAW

Prerequisite: None
Grade Levels: 11, 12
Length: Semester/Year
Core Data Course Code: 034321
CIP Code: 22.0301

Course Rationale: Instruction in this area addresses laws affecting both businesses and families. As laws emanate from different governmental and judicial entities, students must have a basic understanding of the law and the foundation of the legal system. The impact of international business and technology has created an additional demand for students to include this course in their academic preparation.

Course Description: This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees through a mixture of personal, business, and consumer law. The content includes the basic characteristics of the American system of free enterprise, rights of private property, basic elements of contracts, employer-employee relations, landlords and tenants, individual rights, wills and estates, family and juvenile justice law, and community property.

BUSINESS MANAGEMENT

Prerequisite: None
Grade Levels: 11, 12
Length: Semester/Year
Core Data Course Code: 034301
CIP Code: 52.0201

Course Rationale: Business management prepares students for administrative and management occupations. Students learn to make decisions based on data, develop leadership skills, and select appropriate management styles for varying employment situations. Not only is this area of study vital to the development of all business students, it also provides skills and knowledge that can be used effectively on many occasions when professional management skills are needed.

Course Description: This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.

BUSINESS MATH

Prerequisite: None
Grade Levels: 9, 10, 11
Length: Semester/Year
Core Data Course Code: 034322
CIP Code: 52.0401

Course Rationale: This area of instruction provides content to prepare students for various life roles by offering multiple opportunities to develop and use mathematical skills. Computational skills are essential for citizens, consumers, wage earners, employers, investors, and entrepreneurs. Demand for this skill will continue to be essential in the workplace as well as in personal money management.

Course Description: This course is designed to improve computational skills and apply them to business situations. Areas of study include mathematical problems dealing with interest, percentages, notes, installment buying, insurance, depreciation, markup and markdown, payroll, and taxes.

BUSINESS TECHNOLOGY

Prerequisite: Keyboarding, Computer Applications
Grade Levels: 11, 12
Length: Year
Core Data Course Code: 034330
CIP Code: 52.0407

Course Rationale: This area of instruction provides content for employment in one of the largest major occupational groups--administrative support. Demand in this career area will continue to expand as businesses utilize advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the software application skills and communication competencies needed by administrative support professionals and those students continuing their education.

Course Description: This course is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedures tasks, the production of quality work using advanced features of business software applications, and the production of high quality employment portfolios and job-seeking documents. In addition, this course provides training or skills many employers find deficient: dealing with other people, using the telephone, organizing work, and handling other crucial tasks.

COMPUTER APPLICATIONS

Prerequisite: Keyboarding
Grade Levels: 9, 10, 11, 12
Length: Semester/Year
Core Data Course Code: 034352
CIP Code: 11.0601

Course Rationale: This area of instruction provides content for knowledge and skills required in the technology-based workplace. The demand will continue to expand for individuals to use computer hardware and software to create documents, gather information, and solve problems. This class is vital for students planning to enter the workforce or postsecondary education.

Course Description: This course is designed to help students master beginning and advanced skills in the areas of word processing, database management, spreadsheet applications, desktop publishing, multimedia, Internet usage, and integrated software applications.

COMPUTER PROGRAMMING

Prerequisite: Keyboarding, Computer Applications
Grade Levels: 11, 12
Length: Year
Core Data Course Code: 034355
CIP Code: 11.0201

Course Rationale: Computer technology skills are vital to business; they permeate the entire workplace. Familiarity with computer programming is required in a growing number of firms and occupations primarily because of the increasingly widespread use of computerized management information systems.

Course Description: This course focuses on converting problems into detailed plans, writing code into computer language, testing, monitoring, debugging, documenting and maintaining computer programs. Students will also design programs for specific uses.

DIGITAL COMMUNICATIONS

Prerequisite: Keyboarding
Grade Levels: 10, 11, 12
Length: Semester/Year
Core Data Course Code: 034392
CIP Code: 10.9999

Course Rationale: With keyboarding being offered in lower grades—middle school or even elementary grades, a digital communication or DigiTools course could replace keyboarding courses in high schools whenever students arrive in high school with adequate keyboarding proficiency. New and emerging technologies that impact the way we input information into computers necessitate that students prepare for the use of them as they enter higher education and business careers. Use of these technologies helps students infuse high standards of reading, writing, and math applications into their learning. Critical thinking, teamwork, and creativity similar to that needed in real world applications will be integrated into the activities that will be completed in such a course.

Course Description: This course is designed to introduce students to input technologies that serve as alternatives to keying data and formatting documents using the traditional keyboard. Such technologies include voice input; on-screen handwriting using tablet PCs; use of handheld computers (sometimes known as PDAs—Personal Digital Assistants) for computer applications, scheduling, notetaking, and data management; digital imaging; and other technologies as they become available.

ELECTRONIC BUSINESS (E-BUSINESS)

Prerequisite: Keyboarding, Computer Applications
Grade Levels: 11, 12
Length: Semester/Year
Core Data Course Code: 034357
CIP Code: 52.0208

Course Rationale: Companies understand the impact that the Internet and Intranets have made on the way business is conducted. Many have already begun the move from traditional to electronic business processes. They recognize the necessity to make these changes in order to improve their efficiency, increase their business volume, and compete more effectively in today's global economy. Instruction for students in the use of the Web in all business processes is essential and will enable graduates to better function as employees in Web-based environments.

Course Description: This course provides students skills in the design, construction, publishing, promotion, and maintenance of Web sites used for conducting business electronically. In addition to Web site development, the student will identify benefits, costs, and issues related to doing business online. This course is designed to focus on more than just selling and purchasing goods and services online. It addresses the impact of all electronic

business processes and their roles in improving customer service, increasing revenue, lowering costs, and managing resources. It provides opportunities for students to develop and apply real-world skills such as problem solving, teamwork, research, and initiative.

ENTREPRENEURSHIP

Prerequisite: None
Grade Levels: 9, 10, 11, 12
Length: Semester/Year
Core Data Course Code: 034305
CIP Code: 52.0201

Course Rationale: Instruction in this area prepares students to understand how to organize and operate a business. All students can benefit from an understanding of and appreciation for entrepreneurship and its role in the enterprise system.

Course Description: This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business concern within the private free enterprise system. Topics of study will include learning the advantages and disadvantages of owning a business, preparing a business plan, choosing a location, securing a loan, determining organizational structure, and promoting a business.

(Standards/competencies for Entrepreneurship may be found at http://www.entre-ed.org/Standards_Toolkit/standards_detail.htm.)

GRAPHIC ARTS/DESKTOP PUBLISHING

Prerequisite: Keyboarding
Grade Levels: 11, 12
Length: Semester/Year
Core Data Course Code: 034353
CIP Code: 10.0303

Course Rationale: This area of instruction provides content for employment in career areas which include graphic arts/desktop publishing skills. Demand in this area will continue to expand as businesses utilize advanced graphic arts skills to increase their production efficiency and improve the creativity and quality of business documents and publications.

Course Description: Students develop proficiency in using graphic arts/desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.

INTERNATIONAL BUSINESS

Prerequisite: None
Grade Levels: 11, 12
Length: Semester/Year
Core Data Course Code: 034391
CIP Code: 52.0499

Course Rationale: This area of instruction provides content for employment in businesses which function in the global workplace. Demand for this career area will continue to expand as businesses participate in international market strategies. Students entering the job market must have an understanding of how business functions in other countries and how foreign businesses operate in the U.S.

Course Description: This course is designed to introduce students to the global functions of business and the marketplace. Content includes career opportunities, global trade and communications, economies and cultures of various countries, and international travel.

INTRODUCTION TO BUSINESS

Prerequisite: None
Grade Levels: 9, 10
Length: Semester/Year
Core Data Course Code: 034300
CIP Code: 52.0401

Course Rationale: An understanding of economic systems and consumerism provides the resources needed for students to explore business careers. The content in this area is vital to the career planning of business students as they develop knowledge of business functions and applicable skill. Personal skills such as banking, taxes, insurance, and others that impact their effectiveness as citizens and consumers are also taught.

Course Description: This course is designed to introduce students to how business works in today's society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, government's role in business, and technology in the business world.

KEYBOARDING

Prerequisite: None
Grade Levels: Elementary, Middle, High School
Length: Semester/Year
Core Data Course Code: 034390
CIP Code: 11.0601

Course Rationale: This area of instruction includes proper keyboarding techniques and formatting skills. The demand will continue to grow for students prepared with proofreading, editing, and composition skills. The content, which includes realistic tasks related to business occupations, prepares students for careers in business as well as postsecondary education.

Course Description: This course is designed to help students develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard and apply keyboarding skills to produce a variety of personal and business documents. Emphasis is on the daily use of a computer to develop skills and apply these skills to the production of business correspondence. Learning is continued in the areas of proofreading and skill building in speed and accuracy.

MULTIMEDIA

Prerequisite: Computer Courses
Grade Levels: 11, 12
Length: Semester/Year
Core Data Course Code: 034356
CIP Code: 11.0899

Course Rationale: This course addresses the technological skills required of students to create effective electronic presentations for the companies employing them. The demand for multimedia knowledge and ability to apply it will continue to expand as businesses utilize multimedia functions including graphics, audio, video, web pages, and electronic presentations.

Course Description: Students will work with multimedia software to develop electronic presentations. They will learn how to manipulate text, art and graphics, photography, animation, audio, and video for presentations in various media formats.

NETWORK ADMINISTRATION

Prerequisite: Computer Courses
Grade Levels: 11, 12
Length: Year
Core Data Course Code: 034354
CIP Code: 11.0901

Course Rationale: A knowledge and understanding of networking concepts prepare students for the career area of network administration. As technology advances, the demand will continue to increase for employees who are able to resolve computer network problems.

Course Description: Students apply problem-solving skills to business situations exploring computer maintenance activities. Students will analyze software problems, install software applications programs and customize defaults, connect components of a local area network, use basic network protocol, and troubleshoot network problems.

PERSONAL FINANCE

Prerequisite: None
Grade Levels: 10, 11, 12
Length: Semester
Core Data Course Code: 996400
CIP Code: 52.0803

Course Rationale: Financial literacy is essential in meeting the financial challenges of the 21st Century. The competencies which form the basis for this semester course enable students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned in school to financial

Course Description: Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

SUPERVISED BUSINESS EXPERIENCE (SBE)

Prerequisite: Introductory courses for the occupation
Grade Levels: 11, 12
Length: Year
Core Data Course Code: 034380
CIP Code: 52.0499

Rationale: SBE prepares students for employment in the workplace. The academic and practical on-the-job experience relates to the individual's career goal.

Course Description: Students who have taken business courses in a particular career path are given the opportunity to work in a related occupation while still enrolled in school. The

teacher-coordinator works with business and industry to place students in an occupation that will further develop the competencies acquired by the student through class work.

WEB DESIGN

Prerequisite:	Keyboarding
Grade Levels:	10, 11, 12
Length:	Semester/Year
Core Data Course Code:	034393
CIP Code:	11.0801

Course Rationale: Rapid technological advancement by businesses to reach global markets, greater focus on industry certifications and national skill standards, expansion of responsibilities of office workers, portability of employee skills—all these increase the need for business students in career education programs to have skills in Web design and maintenance.

Course Description: This course deals with the use of Web programming languages (HTML, Javascript, etc.), graphics applications, and other Web authoring tools to design, edit, launch, and maintain Web sites and pages. Such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation, and emerging Web technologies will be included.

MISSOURI BUSINESS EDUCATION COMPETENCIES

Competencies for many business courses have been developed by statewide committees of business teachers and validated by business and industry.

The competencies with crosswalks to the Missouri Show-Me Standards and the competencies in a profile format (Instructional Management Systems checklist) are available online on the business education Website at

http://dese.mo.gov/divcareered/biz_be_competencies.htm or at <http://missouricareereducation.org/curr/businessed1.html>.

Competency profiles for Computer Business Applications and Business Technology have been crosswalked with core subject Grade Level Expectations (GLE) and are online at <http://missouricareereducation.org/crosswalk/GLE.html>.

Competencies have been developed for the following courses:

- Accounting I and II*
- Business and Personal Law
- Business Communication
- Business Economics
- Business Management
- Business Technology
- Computer Business Applications
- Computer Programming
- Digital Communications
- E-Business*
- Financial Management*
- Graphic Arts/Desktop Publishing*
- International Business
- Introduction to Business
- Keyboarding*
- Mathematics in Business
- Multimedia*
- Network Administration
- Personal Finance*
- Web Design*

Competency profiles for some courses on index stock may be purchased from the Instructional Materials Laboratory, 1400 Rock Quarry Center Q139, Columbia, MO 65211. 1-800-669-2465 or visit their website at <http://iml.missouri.edu/>.

***These competencies have been crosswalked to both the Missouri Show-Me Standards and the National Standards for Business Education.**

CURRICULUM INTEGRATION/ARTICULATION

Overview

Curriculum integration/articulation has captured the interest of educators, employers, and politicians, each of whom sees it as a potential solution to different problems surrounding the need to better prepare students in the overall development of skills, knowledge, and attitudes.

Curriculum integration has the potential to enable students to achieve higher levels of both academic and occupational competency. The major thrust of curriculum integration efforts at the high school level typically combines the best curricular and pedagogical processes and practices of both the academic and the business education curricula. This combining of curricula helps reinforce and ensure that students learn both the theory and the application of the specific content areas involved. This intensified learning strengthens students' workplace readiness, furthers their postsecondary educational opportunities, and ultimately enhances their quality of life.

Curriculum articulation also enables students to achieve at a higher level through coordinated curriculum efforts among elementary, middle school, and secondary teachers and between secondary and postsecondary educators. Educators restructure their course offerings so that they are compatible, aligned, and progressive. Seamless articulation agreements are written to eliminate gaps and duplication as students progress from one course to the next or from high school to community college. Career-oriented high school students are encouraged to continue their studies in advanced programs at community colleges. High school courses may be given advanced standing (college credit) when the content and expected outcomes are comparable at a community college.

Integration Models

The fundamental processes and components of curriculum integration can be configured in a variety of ways; curriculum integration may look different in individual school districts because of their unique characteristics, needs, and goals. Listed below are some identified integration models that business teachers might consider:

1. Incorporating more academic content into business courses
2. Combining business and academic teachers to enhance academic content in business programs (team teaching)
3. Making the academic curriculum more relevant to the workplace
4. Aligning academic and business courses
5. Organizing a senior project as a form of integration

Benefits of Integration

As schools continue to experiment with integrated curricula, different processes and procedures will be developed, new models will be formulated, and authentic assessment strategies will be initiated. As business teachers implement curriculum integration, they will discover that it

1. Increases teacher involvement and enthusiasm for teaching
2. Adds new life to existing programs by improving student preparation for the workforce
3. Raises expectations that all students can achieve at a higher academic level
4. Enhances student participation by being part of an innovative and win-win group
5. Develops student interests and self-fulfillment
6. Encourages relevant learning and student achievement
7. Creates professional development opportunities and recognition for faculty
8. Increases the diversity of students in both academic and business courses
9. Reduces competition among departments for student enrollment

Challenges of Integration

Although the following challenges or barriers to integration may exist, they can be overcome. Facing the challenges or barriers

1. Requires administrative and financial support
2. Creates a scheduling need for time to meet, plan, and work together
3. Establishes a need to communicate with parents, faculty, and the business community
4. Requires authentic assessment strategies and collaborative input on grades
5. Establishes a need to rethink teacher certification and college admission requirements

Articulation of Instruction

Articulation is achieved through competency-based curriculum at all levels, with instructors agreeing on performance standards. Teachers at all instructional levels with similar courses, K-16, work together to ensure students move with continuity and without hindrance through all levels of the education process.

Business educators should look at similarity of all courses, elementary through postsecondary, to ensure that students achieve a higher competency level with each course. Students enrolled in keyboarding and computer courses benefit the most from curriculum articulation. As they move from one keyboarding or computer course to the next, they should be able to enhance and broaden their skills and knowledge.

Articulation agreements should be developed between secondary and postsecondary business instructors to ensure a seamless transition to an associate or bachelor's degree. Such articulation agreements help students secure advanced placement or dual credit. Agreements may include grading methods, content requirements, secondary and postsecondary course listing, grading requirements, postsecondary application procedures, program administration and review, methods of recruitment, and student support, portfolios, and signature by major players.

Source: "Curriculum Integration: Optimized Learning for High School Students," Jim Mansfield and Lonnie Echternacht, 1999 NBEA Yearbook, pages 47-58.

Visit the Tech Prep Website to find an individual in your region who can help you articulate business courses: http://dese.mo.gov/divcareered/tech_prep_index.htm